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ABSTRACT

This report provides an abstracted review of 75 available sources on the subject of adult learning problems, disabilities, development, and solutions in adult education. Documents from many levels of education are included; most of the works cited are unpublished reports, papers, and dissertations. Entries are arranged in chronological order beginning with the most recent work and extending back to 1978. (The exception to this order is the separate listing of unsigned works that is the final section of this review.) Each entry includes an ERIC (Educational Resources Information Center) Document Reproduction Service number. (KC)

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LEARNING DISABILITIES

ADULT LEARNERS: Needs Problems, Disabilities, Development and Solutions

BIBLIOGRAPHICAL REVIEW 1978 - 1987

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ADULT LEARNERS: NEEDS, PROBLEMS, DISABILITIES, DEVELOPMENT AND SOLUTIONS REVIEW (1978-87)

1987

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PREFACE

In recent years there has been an acceleration of interest in Adult Learners - who they are, where they are, their characteristics, their learning needs, problems and hopefully some solutions.

This review includes works from a variety of writers and is intended to furnish the reader with some of the available documents relevant to this subject.

ADULT LEARNERS: NEEDS, PROBLEMS, DISABILITIES, DEVELOPMENT AND SOLUTIONS REVIEW (1978-87)[1]

PURPOSE

This report is to provide an abstracted review of some of the available sources on the subject of Adult Learning Problems, Disabilities, Development and Solutions in Adult Education. Since many areas of this very broad field are covered, the reader will have to make his or her own decision regarding the usefulness of each piece of work.

SCOPE

As in any review, documents from many levels of education are included. Most of the works cited here are unpublished reports, papers and dissertations.

The term "adult learner" is used in this review to include those persons sixteen years old and older.

ORGANIZATION

Entries have been arranged in chronological order beginning with the most recent work and extending back to 1978. The exception to this is the separate listing of unsigned works which is the final section of this review.

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ADULT LEARNING DISABILITIES

INTRODUCTION

There is a growing awareness on the part of adult educators that learning disabilities exist among adult learners, especially in adult basic education programs. Research efforts of the past have been directed primarily toward children; thereby, leaving a void of educational materials, practices, and knowledge relative to adults who have learning disabilities. The absence of information and understanding of the learning disabled adult has created a need for more knowledge and orientation to adult learning problems by adult educators.

Some estimates of people with learning disabilities range from 2 to 25% for all children and adults. Depending on the source of information the percentages may vary.

Hopefully the information in this review will serve as a guide in helping adult educators in locating information about adults with learning problems.

By

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1987

ADULT LEARNERS: NEEDS, PROBLEMS, DISABILITIES, DEVELOPMENT AND SOLUTIONS REVIEW (1978-87)

ADULT LEARNERS: NEEDS, PROBLEMS, DISABILITIES, DEVELOPMENT AND SOLUTIONS REVIEW (1978-87)

Malone, Ollie, Jr. The Adult Deaf Learner: A Very Neglected Species. Lifelong Learning, V10 N3 P8-11, 23, 30, 1986. (CIJFEB87, EJ342185)

Focuses on the adult education needs of those with hearing impairments. Describes the psychological implications of deafness, outlines the educational development of the hearing-impaired person, identifies the professionalization of the hearing impaired, and suggests present and future adult education issues for this population. (CT)

Boud, David. Facilitating Learning in Continuing Education: Some Important Sources. Studies in Higher Education, V11, N3, P237-43, 1986. (CIJJAN87, EJ341491)

The need to change higher Education to respond to the demands for continuing education is discussed, and the contributions of three groups to the facilitation of learning through learning-centered and problem-based curriculum design are examined. (CT)

Dettmer, Peggy. Characteristics and Needs of Adult Learners in Gifted Program Inservice and Staff Development. Gifted Child Quarterly, V30, N3, P131-34, 1986. (CIJJAN87, EJ341323)

Participants in gifted program inservice and staff development are served best in a collaborative atmosphere where they are involved in self assessment of needs, mutual goal planning, use of materials and facilities appropriate for adults, and self evaluation of learning with supportive feedback and follow up. (Author/CB)

Clark, Joy. Community Education and the Concept of Need. International Journal of Lifelong Education, V5, N3, P187-

This article looks at the factors that have fostered the adoption of a needs-meeting ideology in community education and argues that the concept of need used in an

educational context can never be value-free. (CT)

Fisher, James C. Participation in Educational Activities by Active Older Adults. Adult Education Quarterly, V36, N4, P202-10, 1986. (CIJSEP86, EJ335454)

Identifies predictors of participation in educational activities by active older adults and describes the educational needs addressed by their present participation and their future learning needs. Awareness of sites where educational activities were available was found to be the best predictor of participation. (Author/CT)

Smith, Barry. Diagnosing Optimum Learning Situations. Journal of European Industrial Training, V10, N3, P3-6, 1986. (CIJAUG86, EJ333930)

Three relatively simple conceptual framework are suggested to help trainers diagnose optimum learning situations at their present stage of developments, the models are theories that have not been empirically tested. The models are titled the integral learner, understanding versus applications, and the diagnostic cube. (CT)

Tevis, Marlan P.; Orem, Richard A. The Learning Disabled Adult Offender. Adult Literacy and Basic Education, V9, N1, P24-34, 1985. (CIJMAR86, EJ326242)

This study investigated the prevalence of learning disabilities among 189 male inmates in a county jail setting. If inmates scored below the sixth-grade level, they were further tested, from this procedure, it was concluded that there is a much higher rate of learning disabilities among the adult offender population than among the general population. (Author/CT)

Valentine, Thomas. Adult Functional Literacy as a Goal of Instruction. Adult Education Quarterly, V36, N2, P108-13, 1986. (CIJMAR86, EJ326201)

The author suggests that the specification of common literacy demands that are valid on the societal level, that is, which are applicable and meaningful to diverse adults living in diverse environments, is an impossible task. He further suggests that the development of a valid and uniform national curriculum for functional literacy is equally impossible. (CT)

Barker, Bruce O. Understanding Rural Adult Learners: Characteristics and Challenges. Lifelong Learning, V9, N2, P4-7, 1985. (CIJJAN86, EJ323114)

Discusses the nature and scope of postsecondary adult education activities in rural areas. Topics addressed include the problem of defining "Rural America," identification of characteristics common to rural areas, and differences between urban learners and rural learners. Attention is also focused on postsecondary educational programs and delivery mechanisms for rural adults. (CT)

Reese, Barry L. Five Initiatives for Reaching Adults. Vocational education Journal, V60, N3, P30-32, 1985. (CIJAN86, EJ323066)

The author suggests new ways to meet the needs of adult students: Develop greater sensitivity to the adult learner's needs; adopt a "total program approach" to adult vocational education; develop creative delivery systems; build alliances with other providers of adult education; and give more attention to adult instructor selection, orientation, and training. (CT)

Holt, Margaret E. A proposed Quadrivium and Trivium for Continuing Education. Continuum, V49, N3, P151-62, 1985. (CIJJAN86, EJ323057)

A quadrivium for continuing education is proposed that includes continuing education for the improvement and productive use of the biophysical environment, the strengthening of social institutions, an effective economy, and professional and occupational development. A proposed trivium includes individual assessment and development, improvement of citizen effectiveness, and emprovement of quality of life. (CT)

Wald, Rhoada. Adult Development: Implications for Teaching and Learning. Innovative Higher Education, V8, N2, P84-93, 1984. (CIJAUG85, EJ317156)

An experimental adult studies curriculum for adult students at Empire State is analyzed in terms of trends in adult participation in higher education and of four theoretical perspectives: life cycle theory, ego development, moral development, and adult learning style. (MSE)

Gerber, Paul J.: Mellard, Darryl. Rehabilitation of Learning Disabled Adults: Recommended Research Priorities. Journal

of Rehabilitation, V51, N1, P62-64, 1985. (CIJAUG85, EJ316338)

In October, 1983, The National Institute Of Handicapped Research (NIHR) released its report on the state-of-the-art meeting on the special rehabilitation needs of learning disabled adults. This article presents the seven research priorities forwarded to NIHR and the method by which they were generated. (Author/CT)

Usera, John J. Overcoming Subject Anxiety of Adult Learners. Perspectives in Adult Learning and Development, V8, P25-32, 1985. (CIJJUN85, EJ313182)

Examines factors contributing to adult student stress and subject anxiety. Ways in which adult educators can help students overcome this barrier are suggested. Describes results of a subject anxiety inventory administered to 875 adults between the ages of 17 and 72 enrolled at two community colleges and two university campuses. (CT)

Melecki, Tom. Adult Learners in Postsecondary Education: Issues for the Student Financial Aid Adminstrator. Journal of Student Financial Aid, V14, N2, P10-16, 1984. (CIJOCT84, EJ301570)

As increasing numbers of adults approach postsecondary education, the financial aid community must research specific issues: adult student costs, resources, aid received and aid denied, perception of aid offices and services, information needs, expense budgeting, aid packaging, office staffing, and publications needed. (MSE)

Wolvin, Andrew D. Meeting the Communication Needs of the Adult Learner. Communication Education, V14, N2, P10-16, Spring 1984. (CIJOCT84, EJ301215)

Surveyed adult students in a basic speech communication course to assess their communication needs as a basis for establishing a communication curriculum. Found that listening was rated the most important career and social communication skill, with motivating, telephoning, conversing, briefing, relating, and resolving conflicts ranking high. (PD)

Brodzinski, Frederick R., Ed.; Shriberg, Arthur, Ed. Adult Learners. Naspa Journal, V21, N4, P4-58, Spring 1984. (CIJOCT84, EJ301013)

Presents nine articles which provide a broad overview of issues and concerns related to the delivery of student services to adult learners. Specific topics include needs and interests of adult learners, marketing, special technology, adult resource centers, adult support groups, and the role of the chief student affairs officer. (JAC)

Usera, John J. Subject Anxiety of Adult Learners. Perspectives in Adult Learning and Development, V6, P19-26, 1984. (CIJAPR84, EJ291022)

Subject anxiety is a special case of general anxiety that is encountered by the adult learner in many traditional and nontraditional educational programs. The number of adult learners who require special treatment in order to avoid failure or course avoidance is significant. (Author/SSH)

Marsick, Victoria J. Working with Adult Learners in Higher Education: Going Against Internalized Norms. 15P.; Paper presented at the conference of the Americal Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985). (RIEMAY86, ED264388)

Teaching adults in the higher education context can be frustrating because higher education is often not flexible enough to provide an environment conductive to self-directed learning. Also, both faculty and students must adjust their learning and teaching preferences to an experiential, problem-exploring style that has often been contradicted by years of conditioning about instruction through passive learning and note taking. Reevaluation counseling (RC) can be used effectively in higher adult education to examine and work through internalized norms to improve learning. In RC, people take turns acting as counselors to one another, providing loving attention, listening well, and using various methods to contradict the past distress so that the participants can discharge feelings from the past, reevaluate the situation and think and act clearly at the present time. In higher education, RC can be used to overcome the following internalized norms that interfere with adult learning: isolation, hierarchical rankism, and overemphasis on technical rather than holistic learning. Techniques that are particularly effective in the higher education setting are the following: emphasizing peer counseling and thinking; dealing with distress of denying it; and deveoping a safe atmosphere for fostering clear thinking. (MN)

Hiemstra, Roger, Ed. Self-Directed Adult Learning: Some Implications for Facilitators. Occasional Paper No. 3. (RIEMAR86, ED262260)

This publication describes the activities, deliberations, and products of a summer, graduate-level workshop in which students met for five consecutive day-long sessions to build on the state of knowledge regarding self-directed learning in terms of needed facilitation and needed learning resources. The first section of the document provides a brief overview of the scope and content of the workshop. After a section of definitions of terms relating to self-directed learning and adult education, summaries are provided of the workshop's three group sessions, which dealt with the following topics: diagnosis of needs, strategies for promoting self-directed learning in the workplace, and techniques for evaluating a person's location on a self-directed and other directed learning continuum. Each of these group session summaries contains some or all of the following: a statement of purpose, assumptions, conceptual models, and implications. The report concludes with a selected bibliography. Appendixes to the report include a chronology of andragogy pieces or conversations, an annotated bibliography of works dealing with andragogy, lists of workshop participants and staff, workshop information, abstracts of the students' term project papers, a summary of the information presented during the course, and an outline of the editor's decade-long research efforts in the area of self-directed learning. (MN)

Cameron, Catherine. Problem Solving and Decision Making Strategies for Adult Learners. 36P.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 6-10, 1985). (RIEMAR86, ED262190)

This paper provides a brief overview of some of the current thought on teaching problem-solving and decision-making skills and presents selected exercises that have been used successfully in a graduate course in problem-solving and decision-making strategies. In addition to learning theories that are presented in order to help learners understand various types of problems and research related to problem-solving and decision-making strategies, the paper includes several paradigms that adult learners have found helpful in improving their problem analysis, solution generation, and decision-making skills. Techniques discussed include general problem-solving strategies, structured problems, ill-structured problems, exercises in defining and analyzing problems, idea-generating techniques, techniques for making better choices,

techniques for identifying implementation blocks, and observations about the roles of reason and intuition in problem solving. An appendix to the report contains problem-solving and decision-making techniques and related learning activities. (KC)

Stover, Harryette. Reaching Adult Learners Through Public Television. 8P.; Paper presented at the annual meeting of The Conference On College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985). (RIEOCT85, ED257104)

The most significant factor in developing the video design of a telecourse must always be the needs of the students who will view the program. In developing videotapes for a writing telecourse at a Texas community college, the instructors attempted to design programs to meet the special cognitive and affecive needs of its nontraditional audience. Nontraditional students are holistic thinkers; that is, they are open to learning when they can first see an overall content in which to place what they are studying. The telecourse's use of a narrative line provides a complete rhetorical context for writing skills for these students. Nontraditional students also have a strong need for social interchange and sense of community. While this characteristic is hard to deal with in a telecourse, exposing the audience to the acting ensemble in each program is an attempt at least to model for students the sense of community they need. The traditional telecourse presenter resembles the professor-lecturer, which does not work well with nontraditional students. Other special qualities of nontraditional students include (1) a lack of confidence in their academic and writing abilities, (2) one or more negative experiences with an english course, (3) poor writing attitudes, and (4) utilitarian motives for taking the course. Telecourses should try to accommodate the needs of their audience in the same way that on-campus courses have changed to accomodate the needs of their students. (HTH)

Lane, Martha A. Handbook for Volunteer Reading Aides. Lutheran Church Women, Philadelphia, PA. 160P, 1984. (RIEOCT85, ED256900)

This guide is designed to assist volunteer tutors participating in an adult literacy program. Discussed in the first chapter are the meaning of the term functional literacy, the way in which we get meaning from print, and word identification skills. The next two

sections deal with the history of literacy education in industrialized countries and volunteer literacy efforts in the United States. Examined next are some of the reasons why adults cannot read and the attitudes of many nonreaders. The next several sections include some general do's and don'ts for tutors as well as specific techniques for teaching vocabulary, spelling, writing, and reading comprehension. Guidelines are also set forth for setting up a neighborhood reading center, using computer-assisted tutoring techniques, and helping students visit and use a library. A chapter on dyslexia concludes the guide. Appendixes to the handbook contain an informal reading inventory, a reading placement test, job descriptions for a reading center coordinator and a volunteer reading aide, sample instructional materials, a list of study techniques, and a selected bibliography. (MN)

Pritchar, Betty. A Survey of the Adult Learners in Macomb County. Macomb Community College, Warren, MI. Center for Community Studies. January 1985. (RIESEP85, ED256446)

A study was conducted to assess the educational needs of adult learners in Macomb County. The study involved telephone interviews with 500 randomly selected Macomb County residents aged 25 or older in the Fall of 1984. Study findings revealed: (1) 32% of the residents had taken courses at Macomb Community College (MCC), 11% were currently taking classes at the college, and 48% of those currently enrolled in college were attending MCC; (2) of those respondents who had not taken classes at MCC, 23% planned to take classes in the future, with general education, business management, and computer classes being the areas of greatest interest; (3) 62% of those who had never attended MCC had not taken a class for 10 years or more; (4) 58% of those who had not attended MCC cited obstacles to their attending college including financial (14%), Time/work (12%), and age/health (10%); (5) 39% of the respondents with dependent children said a convenient drop-in child care center would increase their ability to attend classes; (6) 43% of those who had not attended MCC were interested in taking classes to obtain Associate of Arts degrees; and (7) of the former MCC students surveyed, 63% were very satisfied and 30% were somewhat satisfied with their experience at MCC and 48% indicated that they had completed their educational goals at MCC. The survey instrument and respondent comments are appended. (HB)

Shaughnessy, Michael F.; Reif, Laurie. An Investigation of Differential Encoding and Retrieval in Older Adult College Students. 15P.; Paper presented at the Rocky Mountain Psychological Association Conference (Las Vegas, NV, April 25-May 1, 1985). (RIESEP85, ED255692)

Three experiments were conducted in order to clarify the encoding/retrieval dilemma in older adult students; and the recognition/recall test issue was also explored. First, a mnemonic technique based on the "key word" method of Funk and Tarshis was used; secondly, a semantic processing task was tried; and lastly, a repetition task, based primarily on the work of Nelson was used. Two forms of tests were also used in the third experiment, a basic multiple choice test and a free recall test. The material to be learned was vocabulary words chosen from Funk and Tarshis and used in other vocabulary learning experiments. An average of about 65 students, with group mean ages in the late 30s-early 40s, was used in the experiments. The results of the three experiments showed that older adults, when left to their own tried and true past memory devices, will outperform those using other novel mnemonic and semantic processing strategies and far surpass those using rote repetition strategies. The experiments also showed that even when given later cues to enhance recall, the memory trace of older adult students appears to decay rapidly in spite of later review-retrieval assistance. Finally, the experiments showed that mnemonic devices appear slightly better than semantic processing devices, and repetition does not appear to facilitate processing in older adult students, further, recognition tests, rather than recall tests that restate the original learning context, appear to be most facilitative of recall. (KC)

Silling, Martha A. Student Services for Adult Learners. 57P.; Paper presented at the Annual Conference of the Williams Midwest Region Academic Affairs Administrators (18th, Dayton, OH. October 4-5, 1984). (RIEJUL85, ED253809)

This paper examines the needs of the adult learner and how these needs are being met at Kent State University, Ohio, and by other colleges and universities. Factors explaining the rise of adult learning on college campuses and demographic information on the current adult student population in colleges and universities are presented. Reasons for returning to school, and differences between traditional and non-traditional students are examined. Institutional, situational, and strategies to overcome those barriers are offered. Current services for adult learners at Kent State University are described in relation to the barriers discussed in the preceding section. Results of a survey of 31 students are summaized as they respond to the institutional, situational and dispositional barriers. Differences among the institutions surveyed are examined, and for implementing changes at Kent State University are provided. (LLL)

British Columbia Department of Education, Victoria. A Design For Learning For Adults With Learning Disabilities. Discussion Paper 1/84. 39P.; Prepared by the Advisory Committee on Educational Opportunities for Adults with Learning Disabilities. (RIEJUL85, ED253664)

An advisory committee was formed to examine the extent of the need for services for adults with learning disabilities in British Columbia, the ways in which these needs might effectively be met, and methods for increasing public awareness of adults with learning disabilities. It was determined that about 15 percent of the adult population of the province have some type of learning disability. A program of action to meet the education and training needs of these individuals was formulated. The plan included recommendations for funding voluntary associations for children and adults with learning disabilities; for organizing and funding a training and development program in adult learning disabilities for policymakers, administrators, counselors, and instructors; for providing comprehensive educational services for all adults with learning disabilities by colleges and universities in the regions in which they reside; for establishing a system for the interinstitutional coordination of services of adults with learning disabilities; for providing specialized assessment, diagnostic, and for allocating the necessary funds to ensure the development and delivery of such services. (MN)

Lightner, Ardyce S. The Emerging Adult Learner: 2001. 12P.; Paper presented at the National Conference of the Society of Educators and Scholars (Buffalo, NY, September 28-29, 1984). (RIEMAY85, ED252168)

Perspectives on the adult nontraditional student are offered. Nontraditional students usually have multiple commitments, are not campus focused, and participate in informal learning. Needs of the nontraditional/adult learner concern the following areas: service and support, personal/social development, academic preparation, academic administrative, and academic instructional. Services that should be available at convenient hours and locations include registration, library, book store, and counseling. Personal/social development needs include the need to manage time and set goals, the need for communications skills improvement and the need for peer support. Remedial work and study skill improvement are specific academic preparation needs, while the need for evening classes, simplified registration, and flexible curriculum academic instructional needs include the need for individualized instruction as well as practical learning experiences. (SW)

Ross, Roseanna; Stokes, Colleen Stiles. Implications and Strategies For Instruction Of The Nontraditional Student In The Conventional Basic Speech Communication Course. 26P.; Paper presented at the annual meeting of The Speech Communication Association (70th, Chichago, IL., November 1-4, 1984. (RIEAPR85, ED250741)

Older, nontraditional students are appearing with increasing frequency in convential basic communication classes, and the unique learning needs of this group present a challenge to instructors, who must take into consideration the following: (1) the challenge of the learning process itself, (2) basic problems or concerns of the adult within the classroom, (3) general characteristics of adult learners, and (4) the andragogical view of adult learning. The basic speech communication course has inherent strengths for addressing these nontraditional students' needs, in building verbal skills, intergrating the adult into the educational setting, and developing the adult student's self-confidence. An instructor's directed efforts to integrate the nontraditional student into the classroom should consider curriculum design, teaching strategies, and evaluation methods. The curriculum should be problem-oriented rather than subject-oriented, and the grading method individualistic and noncompetitive. Among the teaching strategies that can meet the needs of nontraditional students are modeling, needs assessment and student/instructor consultation, discussion, learning-teaching terms, role playing, and journal writing. Evaluation procedures should clearly define expectations, be supportive, and directly involve the student. Self-evaluation and the communication skills performance assessment scales of M. S. Knowles (1970) are among the noncompetitive evaluation techniques. (HTH)

Adams, William H. Learning and Opportunities For Adult Learners With Special Needs. 30P,; Paper presented at The American Vocational Association Convention (78th, New Orleans, LA., December 1, 1984). (RIEAPR85, ED250546)

A program for adult learners with special needs has been conducted in Salem County, New Jersey, for five years. The program was created under a Public Law 94-482 Grant and since has been supported by a Department of Human Services Grant, by various service clubs, and by the local board for vocational education. The program has three phases. In phase one, a two-segment continuing education option is offered in which

participants are provided with individual and small group counseling, vocational assessment, and pre-vocational training. The second phase of the program involves the participation of clients in selected vocational skill training courses along with relevant support services. The third phase of the program involves adult learners with special needs who participate in fulltime vocational-technical training programs. The key element of this option is the identification of skills in which the adult not only has an interest, but also the reasonable chance to acquire those skills necessary for employment, job counseling and job placement support services are also provided. (KC)

Treadway, Douglas M. Higher Education In Rural America: Serving The Adult Learner. College Entrance Examination Board, New York, N.Y. (RIENOV84, ED245868)

Aimed at developing a comprehensive delivery system of college-level learning opportunities for adults living in rural areas, the book examines rural communities and their needs, types of programs available, program development strategies, issues for post-secondary institutions, and state and national policy issues. Chapter 1 defines conditions associated with ruralism: scale and size of community, isolation, cultural homogeneity within the community, and agricultural tradition. Chapter 2 describes the range of rural education programs including general education diploma and range of rural eduation programs including general education diploma and adult basic education; occupational training; counseling and information programs; economic development; community-based volunteer adult learning programs; women's programs; campus-based programs; industry-based training; telephone, television, radio, and newspaper instruction; independent and individualized study; and integrated systems approaches. (NEC)

Chall, Jeanne S. New Views On Developing Basic Skills With Adults. 31P.; Paper presented at The National Literacy Conference (Washington, D.C., January 19-20, 1984). (RIEJUL84, ED240299)

During the past 40 years, the definition of literacy and the needs of adult literacy education have changed. Before World War II, adult literacy programs usually focused on teaching totally illiterate adults to read and write at the simplest levels. Later, functional literacy at about the fifth grade level was promoted through the programs. Now, however, a reading level of

twelfth grade is needed for adults to function in an increasingly complex technical society. Reading instructional materials can be classified in stages from one to five from a low to an advanced level, with one being simple reading skills such as those acquired by primary grade children, and five being more abstract reasoning skills such as those aquired by the average high school graduates. The amount of time required for adults to pass through these various stages of reading has not been determined, but unless adults have acquired a broad general education, it takes considerably longer than the usual attendance period at literacy programs. If literacy programs are to be successful at raising the reading levels of their participants to a twelfth grade level, more research is needed on how this can be accomplished. More appropriate materials need to be developed, along with diagnostic tests for adult programs. Finally, research is needed to show the influence of cognition on reading and the influence of reading on cognition. Such research efforts can help to prepare adults for the increasingly technical jobs of the future. (KC)

Davies, Jim. Toward Identifying the Special Needs of Adult Learners. Programmed Learning and Educational Technology, V23 N3 P259-62, 1986. (CIJFEB87, EJ342879)

This case study identified some of the special needs of adult learners taking a part-time inservice teacher education course by analyzing pressures experienced by learners, personal coping strategies, and sources of support students found useful. Implications for future course management are discussed. (MBR)

Knights, S., & McDonald, R. Adult Learners in Higher Education: Some Study Problems and Solutions From Australian Experience. British Journal of Educational Technology; V13, N3, P237-46, October 1982. (ERIC Document Reproduction Service No. EJ 271 571)

Examines learning problems encountered when adults return to the university as students, including lack of educational counselling, pressure of outside commitments, outdated mathematical and science skills and anxiety about study skills. Strategies to assist mature students are described. (JJD).

Sisco, Burton R. Who Are The Undereducated, 1982. (ERIC Document Reproduction Service No. ED 217 212)

Educators and researchers have long equated the term "educated" with number of grades of formal schooling completed, relegating to the ranks of the "undereducated" those persons without higher education, and especially those without at least 12 years of schooling. Recent research by Alan Tough, however, and case studies in rural Vermont, challenge these cherished notions. Tough and the researchers in Vermont found that most adults they interviewed were involved in self-directed learning, usually averaging about 100 hours per year. Amount of formal education did not seem to influence amount of this self-directed learning. These rural residents seemed to have well-developed methods of learning and to have been engaged profitably in lifelong learning, albeit without formal institutional structures. This research suggest that educators should pay more attention to the lifelong learning experiences of adults and stop defining as "undereducated" persons who have acquired their educations outside formal learning structures. (KC).

Samuels, Frank. Creating An Effective Learning Environment For Disadvantaged Adult Students, 1981. (ERIC Document Reproduction Service No. ED 211 688)

Attention to the quality of the learning environment (both the physical and human dimensions) is critical to

positive outcomes for adult disadvantaged learners in basic education. It is necessary to understand the characteristics of the adult disadvantaged student, his/her social and cultural or ethnic background, and how these factors influence his/her classroom behavior and learning ability. If extraneous problems such as unemployment, lack of child care, medical needs, and so on divert the adult learner from the classroom, the teacher should try to help the student to gain access to the community resources available to solve them. It is crucial to the success of the adult learning program that the classroom situation promote the individual's self-worth and healthy self-concept, rather than diminish it. Another factor crucial to effective teaching of adult students is that the subject matter be relevant to their concerns, and not the same as that taught to elementary students. Similarly, adult students must be treated as adults with adult status and not relegated to submissive roles. The classroom situation as far as possible should be a "we" situation, with students participating in setting objectives and classroom management. Opportunities for support or discussion groups are often helpful, as is the process of individualizing instruction. Finally, reinforcing a sense of community in the classroom should help to enhance the learning environment and the learning process for adult disadvantaged students. Awareness of these suggestions may enable the teacher of the adult disadvantaged to facilitate students' learning experience. (KC).

Learning Opportunities for Adults, Vol. V: Widening Access for the Disadvantaged. Possibilities De Formation Pour Les Adultes, Vol. V: Les Groupes Defavorises, June 1982, 1981. (ERIC Document Reproduction Service No. ED 211 680)

This volume is the fifth and last in a series that gives a comprehensive view on the present status and future prospects of adult education in organization for economic cooperation and development (DECD) member countries. The series attempts to show what kind of national policies and strategies are required to increase public participation in adult education and to improve its overall efficiency in order to meet high priority societal, group, and individual learning needs. Chapter 1 of this volume considers the implications of treating the education of disadvantaged as part of comprehensive national policy for adult education. While stressing that the rhetoric about the importance of serving the educational needs of disadvantaged

adults has not been matched by polices, it points to the progress that has been made. The main conclusion of the chapter is that a proper set of polices implies the adoption of special measures to identify and satisfy the unmet educational needs of the disadvantaged. The next four chapters consist of country case studies from Australia, Germany, Sweden, and The United Kingdom. Chapter 6 deals with the major problem of how to induce disadvantaged adults to participate in adult education. It is argued that those administering adult education programs have paid far too little attention to the decisive influence of the way information is processed and disseminated. None of the emerging systems of recurrent education designed to encourage adult learning will improve in efficiency and do justice to the disadvantaged unless stimulating information is comprehensively presented. The last chapter is devoted to the financial implications of widening the access of the disadvantaged to education. A key section of the chapter states five propositions about program planning, each having implications for public expenditures. (KC).

ABE Teaching/Learning Management System. Final Report. Department of Education, Washington, D.C., (BBB16450). Indiana State Department of Public Instruction, Indianapolis. Division of Adult and Community Education. (BBB17528), June 1982, 1981. (ERIC Document Reproduction Service No. ED 211 669)

A project was conducted to develop and refine an adult basic education (ABE) teaching/learning management system called CUBE (Continuity and Unity in Basic Education). (The CUBE system--a diagnostic/prescriptive system for individualizing competency based learning for students in ABE--provides a flexible and complete system of instruction for ABE students in the content areas of reading, math, english, and vocabulary; instructional on the topic of learning disabilities and the adult learner; and a system for complete program management.) Objectives of the program were to refine the goals of the system and package the materials, to conduct five regional workshops on the system, and to implement the system in four local ABE programs. These objectives were completed successfully in the following manner: (1) Instructional materials in each of the four content areas were revised and organized into color-coded notebooks; (2) Also developed were instructional and program administration manuals; (3) With the aid of project staff who made on-site visits, four local programs implemented the system; and (4) A series of regional

meetings were conducted and resulted in additional reguests for implementation of the system. (The project-developed materials and manuals are available separately.

Daugherty, Mabel H. Consumer Education for the Elderly. Final report, August 1, 1980-June 1981. 1982. Missouri State Department of Education, Jefferson City. Research Coordinating Unit. (BBB11094). (ERIC Document Reproduction Service No. ED 205 770)

A project was undertaken to plan a consumer education program and delivery system for elderly persons in the six-county bootheel area of southeast Missouri. Included among the project's activities were the following: (1) Assessing the needs and qualifications for consumer education programs for the elderly through a literature search and investigation by a local task force; (2) Similarly assessing alternative delivery systems in terms of learning processes, student motivation, sequential lessons, and learning problems; (3) Specifying requirements for program instructional materials and resources; (4) Issuing a report to serve as the basis for planning consumer education courses for the elderly in southeast Missouri; (5) Developing and trial testing three minicourses with 17 specific lessons organized into the areas of estate planning, health care and medical services, and supplementing income though effective consumerism; (6) Test-implementing the minicourses though delivery to various elderly groups; and (7) Developing and conducting a three-week inservice workshop to train a cadre of teachers to deliver consumer education to the elderly. While project designers felt that most project goals were achieved, they were disappointed that only five teachers completed the workshop. Recommendations called for additional minicourses and workshops. (MN).

Grafius, Thomas M. Michael's Inform Test of Student Ability (M.I.T.O.S.A.). Tester's Manual, 1980. September 1981. (ERIC Document Reproduction Service No. ED 200 787)

Michael's informal test of student ability (Mitosa) is a diagnostic evaluative tool for adult students designed to test nine skills abilities in adult students functioning below a tenth grade level. The nine test sections are approximate reading level, understanding of basic math concepts and symbols, general thinking/reasoning ability, eye-hand motor coordination and visual motor integration, discrimination (visual),

figure-ground perception, clozure, auditory perception and sequential memory, and written language. Teachers, counselors, or others in the field of adult education can use the assessment guide and reach satisfactory conclusions regarding a student's entry level in reading and writing. Evaluators with some background in diagnostic testing and/or learning disabilities can derive further information from mitosa results pertaining to a student's learning style. (This tester's manual contains the test items and directions for administering, scoring, and interpreting.) (MN).

Rose, Harold; and others. Competency Based Adult Education and Learning Disabilities Development/Training Program For ABE Personnel. Final Report: 1979-80. Kentucky State Department of Education, Frankfort. (LBY41571). May 1981; 1980. (ERIC Document Reproduction Service No. ED 195 753)

This report discusses a project to provide a comprehensive pre-service and inservice training program for adult basic education (ABE) teachers and paraprofessionals throughout Kentucky. It is arranged by the project's six components. Chapters 1 and 2 focus on two activities of the adult learning disabilities teacher training component: adult learning disabilities workshop to provide training in the diagnosis of adult learning problems using the London procedure and vision screening kits, and adult learning disabilities pilot workshop to develop awareness of adult learning problems and procedures to detect students with learning problems. Chapter 3 discusses analysis and evaluation of Kentucky's paraprofessional homebound instruction program. Chapter 4 describes competency-based adult education (CBAE) inservice training to provide teachers with skills to include CBAE materials in traditional instructional programs in reading, math, and writing. Chapter 5 concerns ABE credit training for educators concentrating on problems of teaching disadvantaged adults. Chapters 6 and 7 focus on two activities of the paraprofessional training program to provide orientation in basic techniques and methods for new or inexperienced paraprofessionals (workshop) and continous training for experienced paraprofessionals (conference). Chapter 8 describes the preservice orientation and individualized instruction training workshop. Project materials and forms are appended. (YLB).

Glynn, Shawn M. A Contextual View of Adult Learning and Memory, 1980; May 1981. (ERIC Document Reproduction

Service No. ED 195 673)

Explanations of age-related differences in adult memory usually assume two forms: processing deficits and structural deficits. Processing deficit explanations attribute recall differences to a failure of older adults to effectively use the processes of attention, organization, mediation (the use of such devices as visual images and verbal images and verbal expressions to link meaningful bits of information into integrated memorable whole), and elaboration (the use of a levels-of-processing approach for encoding bits of information in a systematic hierarchical fashion). Structural deficit explanations attribute differences to speed and capacity limitations associated with age-related changes in the central nervous system. Findings of discourse-learning studies suggest that characteristics of the adult learner interact with characteristics of the material to determine recall outcomes. Sex and educational background of older adults influence recall scores. It is possible that part of the observed age-related recall difference is due to metacognitive factors. (Metacognition is the general knowledge that guides selection and implementation of task-specific operations.) While older adults may fail to integrate seemingly trivial facts, they integrate meaningful new knowledge with existing related knowledge, ensuring high levels of recall. Activation of existing knowledge may help to moderate recall deficits in older adults. (Author/MN).

Irish, Gladys H. Reaching the Least Educated Adult. New Directions for Continuing Education; N8, P39-53, 1980, April 1981. (ERIC Document Reproduction Service No. EJ 235 870)

Stating that the poorest and least educated adults participate the least in educational programs, the author considers lessons learned through large-scale demonstration projects that use innovative recruitment and programing techniques. (SK).

Best, Gregory C.; and others. The Problems of the Adult Learner: A Handbook for Teachers. Illinois State Office of Education, Springfield. Division of Adult Vocational and Technical Education. (BBBI3249). Office of Education (DHEW), Washington, D.C. (RMQ66000). 1977; April 1981. (ERIC Document Reproduction Service No. ED 194 705)

This handbook on the adult learner and adult learning problems or disabilities is designed to serve as a practical tool for the adult basic education instructor. It is divided into two main sections. Section 1 contains information concerning the nature of the adult learner. The first part deals with general characteristics of the adult learner and is followed by discussions on older adult learners, younger adult learners, and english as a second language adult learners. Each of these four parts of section 1 includes an introduction followed by a list of implications for the instructor. Section 2 addresses specific learning problems or disabilities that adult learners may exhibit and proposes various compensatory techniques for the instructor to try. Following definition of learning disabilities and discussion of causes are included visual and auditory behavioral checklists (language arts and math) for student identification along with compensatory tactics. For each general or specific behavior teaching strategies are suggested. Reading comprehension is treated separately. Appendixes include a list of teaching materials and tests and a list of agencies rendering diagnostic and remedial services. Listings of annotated references are found at the end of section 1 and the end of the handbook. (YLB).

Cassara, Beverly B. Needs Assessment for the Educationally Underprivileged. New Directions for Continuing Education; N7, P43-49, 1980. March 1981. (ERIC Document Reproduction Service No. EJ 233 633)

Discusses ways of developing individuals' abilities to assess their own learning needs. Includes a case study involving working with the tenants of a housing project, a discussion of needs assessment as a continuing process, and definition of success. (CT).

Weisel, Laura Peltz. Adult Learning Problems: Insights, Instruction, and Implications. Information Series No. 214. National Inst. of Education (DHEW), Washington, D.C. (BBB06621). 1980, March 1981. (ERIC Document Reproduction Service No. ED 193 534)

This paper attempts to provide information in response to the needs of educators of adults with learning problems. For the adult education teacher, information is offered on the nature of learning, information processing, problems that can be diagnosed,

and strategies suitable for adults with learning problems. For the administrator, focus is directed toward programmatic implications and services for adults with learning problems. The first of four sections examines learning problems and provides observable characteristics of adults with learning problems, insight into how the brain functions, how information is processed, and some reasons learning problems exist. The second section looks at diagnosis of adult learning problems, including the purposes of a diagnosis and seven steps in the diagnostic procedure. Section 3 offers strategies for application of diagnosis to instruction. The discussion includes how learning problems affect teaching, remediation versus compensation, general learning strategies, and specific instructional strategies for specific learning problems. The final section provides recommendations for program planning and design by offering educational alternatives which incorporate the present knowledge of adult learning problems. (CT).

Donnarumma, Theresa; and others. Success in a High School Completion Program and Its Relation to Field Dependence-Independence. Adult Education; V30, N4, P222-32 Sum. 1980, February 1981. (ERIC Document Reproduction Service No. EJ 231 500)

This study explored the cognitive style of field dependence-independence (FDI) and its relation to student attrition and performance on the general educational development test and the test of adult basic education. Resultant correlations are discussed in terms of the usefulness of FDI in assessing the needs of adult learners. (Author/SKI).

Ploetz, Greta N. The Disadvantaged Woman In America. How Adult Education Can Promote Her Growth and Development. 1977; February 1981. (ERIC Document Reproduction No. ED 192 037)

Educationally, economically, or psychologically disadvantaged women suffer from even more social and economic injustices than do other women. Although a woman's ability to provide for herself rises with her educational level, approximately half of all American women lack a high School diploma. Family relationships, religious tradition, school practices, and blue collar attitudes foster women's feelings of fatalism and powerlessness. Interviews with three

adult basic education (ABE) program participants reveal that disadvantaged women feel a lack of freedom, fear of life, and lack of confidence. They resent the way they are treated as wives and are accustomed to being dependent. Four ABE objectives can alleviate these feelings: (1) to enable women to develop academic skills, (2) to help women recognize and appreciate their abilities and strengths, (3) to promote the full development of each woman's intellectual capacity, and (4) to make women aware of available life-style options. To achieve these goals teachers must be able to teach women from disadvantaged backgrounds. Personal and vocational counseling, individualized instruction, and flexible programs allowing for women's childrearing responsibilities are necessary. Widespread sexism in learning materials with respect to roles, vocational opportunities, life-styles, and general characteristics must be eliminated. (MN).

Aaltonen, Rainer. Hindrances To Participation as an Object of Adult Education Research in Finland. Adult Education in Finland; V16, N4, P22-28, 1979, Jan. 1981. (ERIC Document Reproduction Service No. EJ 229630)

A review of research on obstacles to participation in adult education in Finland reveals that the chief hindrances are attitudes toward learning, time, geographic location, and family and work situations. The effects of these hindrances upon participants and nonparticipants vary according to employment status, age, and sex. (SK).

Delker, Paul V. Adult Education--1980 and Beyond: Implications for Research and Development. Occasional Paper No. 59, 1979; December 1980. (ERIC Document Reproduction Service No. ED 189 309)

During the next twenty years, a significantly expanding adult population and decreasing youth population will cause education for adults to be an increasing concern to the educational system. Out of necessity, an increasing proportion of the resources in education will be directed towards educating adults. Challenges which present themselves are how adults learn, what they want to learn, and where they want to learn. Research needed to launch a comprehensive system of adult education is unfortunately lacking. A basis for future implications for research and development for adult education is to be found in Mezirow's

approach to research, which answers six significant questions: (1) How many adults learn though learning projects? (2) Who is responsible for planning the learning? (3) What motivates adults to learn in this way? (4) Where does this learning take place? (5) Why do adults choose to learn on their own rather than take a course? and (6) Is this research not confirming the learning behavior of educated adults? Implications for research include the need for further data on self-directed learning and the adult learner. (Questions and answers are appended.) (YLB).

Ryan, Monnie. Coordinators' Guide for "Transformations" Informational Workshops for Adult Recruiting, Sep. 1980. (ERIC Document Reproduction Service No. ED 186 087)

Based on activities at the Trumbull campus of Kent State University, this guidebook presents suggestions for the implementation and operation of a series of informational workshops designed as a vehicle for the recruitment and orientation of adults who are considering enrolling in college. The guidebook first gives a rationale for the workshops and then discusses the steps in workshop planning, including choosing a coordinator, engaging the help of currently enrolled students in a peer support group, determining the topics to be discussed, and selecting a meaningful title for the workshop series. This is followed by a description of the four topics covered by Trumbull's own program: (1) the types of degrees available, program and course content, and employment opportunities for each degree program; (2) the types and relative merits of all of the educational institutions in the area serving adults; (3) the availability of financial aid and personal and academic counseling; and (4) the identification of potential personal problems. The guidebook then discusses publicity for the workshop, such as flyers and newspaper advertisements; support services for workshop participants, including child care and refreshments; the utilization of questionnaires to facilitate workshop evaluation and to determine participant characteristics and needs; and workshop follow-up. Survey instruments are appended. (JP).

Travis, George Y. An Adult Educator View Learning Disabilities. Adult Literacy and Basic Education; V3, N2, P85-92, Sum. 1979; August 1980. (ERIC Reproduction Service No. EJ 219 219)

A survey of the field of learning disabilities is presented and applied to adults. A review of diagnostic tests reveals concentrated knowledge about learning disabled children and adolescents, and a scarcity of knowledge on adult populations. Pertinent areas for research are proposed for learning disability specialists and adult educators. (Author/SK).

Whaples, Gene C. Research To Practice in Adult Basic Education, November 1979. (ERIC Document Reproduction Service No. ED 171 937)

Research can provide insights into problems related to adult basic education (ABE) program success. The potential ABE population is great; for example, the Maryland target group includes nearly 1,097,000. Several studies have revealed that those needing ABE most are least likely to be program participants. Various problems that often overwhelm the poor are unemployment, marital instability, and low self-esteem. In addition, other learning involvement barriers include costs, insufficient motivation, time factors, and discouragement. It is important to overcome these obstacles. One way is by providing relevant programs. Norvell Northcutt and Deborah Hickok have identified cogent (1) literacy program content areas (consumer economics, occupational knowledge, community resources, health, and government/law and (2) primary skills (communication, computation, problem solving, and interpersonal relations). Various appeals to learners have been identified; for instance, Allen Tough's research suggests that adults are interested in learning something of immediate use. In addition, Patrick Penland found that adults like to set their own pace; Nan Booth found that low-income urban adults prefer the trial-and-error learning method. Daniel D. Pratt identifies five important learning environment factors: developing adult-to-adult working relationships, developing mutual understanding, dealing with closure, establishing role clarity, and guarding the contract. Finally, in surveying where adults like to learn, several studies have discovered that adults prefer learning at home. (CSS).

Stalford, Charles B. ED. Conference Report: Adult Learning Needs and the Demand for Lifelong Learning, 1978; Sep. 1979. (ERIC Document Reproduction Service No. ED 169 384)

Three papers discuss the needs, interests, and participation of adults in learning activities. Generally, the papers deal with influences upon the possible demand for lifelong learning in the future. In the first paper K. Patricia Cross synthesizes findings from thirty-one state and national studies concerning the patterns of participation and interests of adults in further education. She examines participation in rates by subgroups and by certain demographic variables: age, race, sex, educational attainment, and region. Obstacles (situational, dispositional, and institutional barriers) to participation in organized learning activities are also discussed. In the second paper Kjell Rubenson explores participation in recurrent education (education following basic education completion or discontinuation) and the problems of the undereducated and underprivileged. He provides a paradigm of recurrent recruitment and presents findings about motives for and impediments to recurrent education participation. Also, he points out the influences of self-evaluation and the value of member and reference groups. In closing, Rubenson discusses program possibilities in terms of curriculum, information, and finance. In the final paper James Broschart presents a conference review. He emphasizes two important areas of concern addressed at the conference: assessing learning needs and designing research to assess learning needs. In addition, he identifies various emerging lifelong learning issues. (CSS).

Veres, Helen C. The Adult Learner: Perceptions of Information and Counseling Needs, August 1979. (ERIC Document Reproduction Service No. ED 167 834)

A study was conducted to (1) identify continuing education needs and barriers to adult participation in New York State (excluding New York City); (2) collect information about adult education services and staff development priorities in programs sponsored by public schools, boards of cooperative educational services, and two-year state colleges; and (3) utilize obtained information in regional and state planning for program and staff development. A multiple choice questionnaire was developed to obtain information in six major areas: adult background, past participation, obstacles, and preferred participation conditions in continuing education activities, expressed learning interests, and potential for counseling services utilization. The interview sample included 20,486 adults, sixteen years or older and not full-time students. In

general, findings indicated that those who saw themselves as needing information and likely to use counseling services included: persons viewing continuing education as a means of obtaining or advancing in the job, the young, the economically disadvantaged, and those who wished to acquire basic educational skills. Adults with lowest incomes and educational attainment were most likely to perceive lack of information as interfering with participation. The highly ranked barrier, tuition costs, indicates attention should be given to problems of financing continuing education. Also, additional efforts might be directed to further identify and discriminate among strategies to reach special adult target groups. (CSS)

Seguin, Barbara Rehmann. Piagetian Cognitive Levels of Adult Basic Education Students Related to Teaching Methods and Materials, August 1979. (ERIC Document Reproduction Service No. ED 167 829)

Because adult basic education (ABE) students often have difficulty with problem solving and comprehension, a study was initiated to determine (1) at what levels of cognitive development ABE students are operating and (2) how teaching materials and methods relate to these cognitive levels. Thirty-two ABE students were given a written test of cognitive development ("How's Your Logic?"), based on Piagetian tasks. Scores were compared with students' scores on the California test of adult basic education. Materials and methods in use in ABE classes were reviewed with respect to their suitability to the cognitive levels of students. Results indicated a wide range of cognitive developmental levels among the ABE students studied; a disparity between standardized achievement test scores and cognitive levels; and lack of suitability of most materials for students operating at lower levels of cognitive development. Implications are that more research is needed on adult cognitive levels and on whether cognitive development continues into adulthood. More concrete teaching materials and methods are needed for adults at lower levels of development. (Author/CSS).

Report of the Committee on Adult Basic Education. Discussion Paper January 1979; August 1979. (ERIC Document Reproduction Service No. ED 167 825)

Existing programs and needs for adult basic

education (ABE) in British Columbia were assessed. A research committee examined adults' educational opportunities up to and beyond literacy levels. ABE was found, in general, to be an area of neglect and low priority. Adult needs remain high; for instance, census data reveals that nearly half a million adults have not gone beyond grade 8. Many family and psychological problems are associated with illiteracy. Nevertheless, present educational practices, such as inequitable tuition policies, inhibit adults' efforts to return to learning. Social and economic costs incurred through the educationally disadvantaged individuals' unemployment and welfare status are high. The ministry of education plays a minimal role in ABE services provision. The Federal Department of Manpower has influenced educational practices throughout the Provinces, but provisions have tended to be spasmodic. Each year ABE involves approximately 500 courses, 6,000 students, and 500 instructors throughout the Province. The main prerequisite for closing the gap between needs and ABE provisions is an integrated and systematic approach. Although many goals and recommendations have been formulated, the principal recommendation is to regard ABE as an integrated system to aid in the amelioration of Provincial problems in such areas as unemployment and social welfare. (CSS).

Dickinson, Gary. Contributions To A Discipline of Adult Education. A Review and Analysis of the Publications of Coolie Verner. Occasional Papers in Continuing Education. Number 18, February 1979; August 1979. (ERIC Document Reproduction Service No. ED 167 790)

To examine Coolie Verner's contributions to the study of adult education as a systematic discipline, the author of this paper reviews and analyzes Verner's publications from 1950-1975. The first of five sections describes this as a period of rapid growth for the adult education field. Verner is depicted as a leader in developing a substantive body of knowledge for adult education and in diffusing that knowledge through graduate programs and publications. Section 2 identifies Verner publications by year, field of interest, format, and content. Content is categorized as transitory (personal beliefs/experiences, practice techniques, program descriptions, and book reviews) or substantive (empirical research, interpretative literature, reviews/bibliographies, theoretical formulations, and historical). Section 3 addresses qualitative aspects of Verner's work by examining the author's attempts to encourage

consistency and precision in defining terms and classifying processes. Section 4 analyzes the impetus and implications of four major themes apparent in Verner's work: diffusion and adoption, history of the field, participation, and the undereducated adult. The final section reviews Verner's efforts to define and describe a discipline of adult education and to examine the process whereby it should develop. A concluding bibliography is grouped into four parts: Verner's publications 1944-75, theses/dissertations directed by Verner, review of Verner's publications, and general references. (CSS).

Niemi, John A. Pioneers in Alaskan Adult Education, 1978; August 1979. (ERIC Document Reproduction Service No. ED 167 785)

Serious problems were posed by North American pioneer efforts to force their traditions on Eskimos, Indians, and Aleuts. Fortunately, other pioneers, such as home economists and district agents with the University of Alaska Cooperative Extension Service, responded to villagers' home and community needs. The University of Alaska also pioneered in offering mining/prospecting non-credit courses. Other higher education institutions initiated programs; for example, Kuskokwin Community College (1974) offered one of the first adult education degree programs. The U. S. Army at Fort Richardson introduced in the 1950's adult basic education (ABE), which by 1957 included eighth grade and high school equivalency (GED) certificate programs. Finally, a GED program for non-commissioned native officers was begun. Two other basic education pioneering efforts included training of native volunteers in service to America (VISTA) teachers of ABE and the Anchorage Com. College Adult Literacy Laboratory's Development of Culturally Relevant Educational Materials. In determining the University of Alaska's adult education/training role, a study committee developed a continuing education plan. This was implemented in 1972. All provisions were realized, including continuing teacher education and satellite transmissions of GED tapes to many villages. In summary, there is a need to help adults obtain skills required by their vastly changed society; those finding new ways of helping adults learn will be called pioneers. (CSS).

Proceedings of the Conference on Education in the Community College for the Non-Traditional Student, Community College of Philadelphia, March 30-31, 1978; July 1979. (ERIC Document Reproduction Service No. ED 166 678)

The items in this report represent the proceedings of a national conference that explored ways in which community colleges can serve the non-traditional student. The report contains the program for the two-day conference, a list of the participants and their addresses, and excerpts from speeches on the following topics: assessing past performance of the community college; ways to help students with poor reading and writing skills; and an evaluation of community college education. Another address, on the future of community college education and the needs of adult learners, is included in its entirety. Selected panel presentations are sumarized in outline form and deal with these questions; Have the student services of the community college provided for the successful development of the non-traditional student? What course content and modes of instruction will be required to meet the needs of the future community college student? and, Should the changing community college require special programs? The report also includes summaries of ten workshops on a variety of topics, including ways to meet the needs of foreign students and the handicapped, possible solutions to specific teaching problems, and methods for evaluating the effectiveness of particular programs. (MAI).

Martin, Larry G. A Descriptive Study of the Psychosocial Characteristics of A.B.E./A.S.E. Students, 1978; June 1979. (ERIC Document Reproduction Service No. ED 164 820)

A study was performed to investigate the psychosocial characteristics of adult basic education (ABE) and adult secondary education (ASE) students and the extent to which these concerns are affected by educational experiences. Several research questions were formulated; for example, What proportion of ABE/ASE students have a "favorable ratio" of positive aspects of an ego-stage crisis over the negative aspects? Seventy-two volunteer ABE/ASE students, aged sixteen to seventy, were given a self-description questionnaire to determine their perceptions of their psychosocial characteristics. Also, an educational experience questionnaire was administered to determine the extent to which students believed their educational programs helped them deal positively or negatively with their concerns for trust, autonomy, initiative, and/or industry. The proportion of mistrusting students in the sample was greater than the proportion of trusting students; but the proportion having high pertinent concerns for trust was greater than the proportion having low pertinent concerns for

trust. ABE/ASE students viewing themselves as having a sense of positive autonomy was greater than the proportion viewing themselves as having a sense of shame and doubt. It appears from another finding of this research that ABE/ASE programs are generally doing well in promoting positive psychosocial development and in controlling negative influences. (CSS).

Passow, A. Harry. Redevelopment of Disadvantaged Youth: The U.S.A. Experience, 1978; February 1979. (ERIC Document Reproduction Service No. ED 160 685)

Since the early 1960's, there has been an outpouring of research and a mounting of programs and projects dealing with compensatory education for the disadvantaged. Despite continued debate over what constitutes compensatory education, many programs for the educationally disadvantaged share common characteristics. Three of the largest federally sponsored programs--Head Start, Follow Through, and the Elementary and Secondary Education Act (ESEA) Title I, focus on early childhood education. Two federally funded programs, Upward Bound and Job Corps, are specifically aimed at adolescents and young adults. Studies and surveys of these and other compensatory programs are being conducted by the National Institute of Education (NIE) because earlier evaluations, especially of Title I (ESEA), have proven to be unsatisfactory. The NIE study consists of 35 research projects which deal with areas of funds allocation, compensatory services, student development, and administration. Another NIE study is examining the effectiveness of reading and mathematics instruction provided for compensatory education students. The emphases of compensatory programs and the foci and conclusions of their evaluations are reviewed in this paper. (Author/EB).

Newman, Anabel P.; Parer, Michael S. Literacy Instructor Training (LIT-TV). Final Report. Indiana State Department of Public Instruction, Indianapolis. (JQB36600), November 1978. (ERIC Document Reproduction Service No. ED 155 596)

The ABE/LD-TV (or LIT-TV) program consists of three color television films and a handbook; its need was shown by an assessment of adult basic education (ABE) programs throughout Indiana which revealed that the majority of adult education workers had unclear and conflicting ideas about learning disabilities in

adults. Throughout the development and production stages of the materials there was constant and intensive formative evaluation, including expert appraisal before shooting, storyboarding of films at various stages of development, expert reappraisal of refined materials, and a field evaluation of both completed storyboards and total prototype instructional materials. The materials were evaluated for visual attractiveness, freshness and originality of approach, appeal to adults, and the degree to which they assumed a high level of motivation among the audience. In the dissemination phase of the project, LIT-TV workshops were conducted with literacy volunteers, ABE educators, and librarians from around the state, and the materials were made available to local workshops statewide. Evaluation results indicate that responses to this program from participants has been favorable. (Appendixes constitute more than half of the document and include materials related to program background, target populations, needs analysis, design, development and production, information dissemination, and evaluation.) (DF).

McIntosh, Naomi E.; and others. A Degree of Difference. The Open University of the United Kingdom, October 1978; 1977. (ERIC Document Reproduction Service No. ED 154 720)

The present study is the first part of a longitudinal study following the progress of the first generation of open university students through the university. It concentrates on the initial cohort of students, those entering in 1971. A comprehensive questionnaire was used to collect data, and covered in some detail the students' educational and occupational background, their work and leisure patterns, and their plans. The report provides information on the characteristics of adult students, the problems of independent learning, and the problems of the educationally disadvantaged in Great Britain. (MSE).

Pinton, Giorgio A. Bilingual Program in a Community Correctional Center: Sharing Problems, Ideas, Experiences, and Resource Information, October 1978. (ERIC Document Reproduction Service No. ED 154 626)

The bilingual education of adults in correctional institutions is discussed. The program specifically described is a bilingual/ESL (english as a second language) program for Puerto Rican adults in a Connecticut Correctional Center. The study has two

sections: (1) the Puerto Rican adult in a penal institution; an explanation of his needs and an attempt to decide what curriculum, methods and materials to use and where to find them; and (2) the Puerto Rican adult in a penal institution in Connecticut: an examination of the conflicts and impediments in learning english as a second language. The following topics are discussed within these two main sections: the general education level and some statistics on the Puerto Rican adults in Hartford and Bridgeport; the school district of The Department of Correction; typology of bilingual students; bilingual /bicultural curriculum as therapy; evaluative procedures; obstacles to learning; and Spolsky's educational factors. It is hoped that the program described may be a force of socialization and a means of acculturation for the persons involved. (AMH).

Norris, Robert G. Characteristics of Adults That Facilitate and/or Interfere With Learning, July 1978; 1977. (ERIC Document Reproduction Service No. ED 150 442)

Teachers of adults, if they are to be really effective, must by sensitive to the particular characteristics and needs of adult learners. Adults have many physiological, psychological, and social characteristics that are the result of normal aging. In determining which characteristics interfere with learning, it is found that all have an impact on the learning processes but few impair the adult from learning. Even though, as adults grow older, visual and audio acuity decrease, attention spans grow shorter, and energy decreases, the effects are usually not monumental. As adult educators become more familiar with these problems they are able to cope with them by planning, for example, more visual aids, better voice projection, and shorter, more concise assignments. As teachers become more sensitive to the characteristics and needs of adults, the positive attributes of aging begin to outweigh the detriments. The freedom of choice that adults have in their educational ventures can help overcome their learning difficulties. Further, adults are generally settled in their lifestyles, are more mature in their thinking, have life's experiences on which to draw and are serious about how they spend their time. Although some characteristics of adults may slow learning, lifelong learning can become a reality as adult educators become more aware of adult needs. (EM).

David, Robert L. Adult Higher Education: Thinking the Unthinkable, April 1978; 1977. (ERIC Document Reproduction Service No. ED 146 377)

The threats to adult higher education are rapidly becoming significant educational and social problems. To date, the hope of adult educators to become equal participants with other university divisions in higher education has not been realized. Simultaneuos expansion and dilution of adult higher education have caused adult student demands for educational equality and cost sharing. In addition to student demands, a growing threat to adult higher education is the potential of being taken over by large corporations. Corporate interest in education comes at a time when universities find that their financial support is dwindling and that their major sources of support (government and business) are attempting to "decollegize" American society. Universities have responded by making education more relevant by offering vocational education and thus competing with the vocational programs of their major benefactors (corporate giants). Besides all the disadvantages universities have in this competition, they are moving away from their marketable commodity of academic credentials toward vocational ones. It is conceivable that universities might suffer if they became subsidiaries of large corporations by emphasizing vocational education. The loss of academic emphasis could have such a negative effect on the development of people's social consciousness as to be tragic. (EM).

Hillock, David A.; and others. Youth Services Program in the Elementary School and Community, August 1977. (ERIC Document Reproduction Service No. ED 136 175)

The traditional service programs are not doing the job of providing the comprehensive services needed for youth. Using the following premises as a foundation, an alternative model of providing services for youth is possible: (1) a person does not have to go to a mental health clinic in order to get service. Services can be provided in a local setting; (2) people do not have to play the waiting game. The burden lies with the worker to deal with the family; and (3) workers can be and should come from the community they serve. This plan results in quality service, and respect for the person (client) in a community setting by the use of a "non labeling process". Specific community

models are described which focus on team approaches to services, community education and support, and referral methods. (Author/JLL).

Travis, George Y.; and others. The London Procedure: A Screening Diagnostic and Teaching Guide For Adult Learning Problems. Adult Literacy and Basic Education; V2, N3, P165-74, Fall 1978; December 1979. (ERIC Document Reproduction Service No. EJ 205979)

Describes development, composition, and interpretation of a series of individually administered tests to identify adult basic education learning problems. Test areas include screening for visual/auditory functions and diagnostic evaluation of visual/auditory perceptions and dyslexia. Results can provide basis for referral to medical or visual specialist and prescriptive teaching strategies. (Author/CSS).

Calhoun, Robert O.; Gounard, Beverly Roberts. Meaningfulness, Presentation Rate, List Length, and Age in Elderly Adults' Paired-Associate Learning. Educational Gerontology; V4, N1, P49-56, January 1979; May 1979. (ERIC Document Reproduction Service No. Ej 193 772)

The present study examined the effects of varying meaningfulness of response terms (low, medium, and high) in paired-associate learning of five-or seven-item lists over five trials with both experimenter-paced and self-paced conditions. The subjects were two groups of elderly adults, 61-75 and 76-92. (Author).

Daly, Brian E. The Mid-Life Crisis and Adult Education. Adult Literacy and Basic Education; 1; 3; 41-4. F77; 1978. (ERIC Document Reproduction Service No. EJ 180 880)

Blocks to formal learning during mid-life (ages thirty-five to forty-five) are fairly prevalent. Discusses five psychological blocks to successful learning for adults in this age period and suggests ways adult educators can deal with these blocks. (EM).

Smith, Robert M.; Haverkamp, Kay K. Toward A Theory of Learning How To Learn. Adult Education; V28, N1, P3-21, F 77; 1978. (ERIC Document Reproduction

Service No. EJ 173 050)

Analyzes the literature pertaining to the adult's need to learn how to learn and this concept's relevance for successful adult learning in three modes (learning on one's own, collaborative learning, and institutional learning). Also, discusses training (which helps adults acquire learning skills) and suggests some researchable questions. (EM).

Spann, Milton G. Jr. Building A Developmental Education Program. New Directions for Higher Education: No. 20 (Increasing Basic Skills By Developmental Studies); V5, N4, P23-39, Winter 1977; 1978. (ERIC Document Reproduction Service No. EJ 172 109)

A successful program is accomplished by determining high risk students' needs and by carefully designing curriculum and instruction to help them develop their academic and personal skills. The program considers need, adult learning, administrative commitment, use of specialists, integrated curriculum, and staff development. (Author/LBH).

Hampton, Peter J. Communication Skills For Academically Disadvantaged Adults. Lifelong Learning: The Adult Years; V1, N3, P16-8,24, November 1977; 1978. (ERIC Document Reproduction Service No. EJ 171 127)

If academically disadvantaged adults are to succeed in learning, they must be proficient in reading, writing, listening, and speaking. Presents the major conceptual considerations implemented at the University of Akron (Ohio) in conducting laboratories which provide academically disadvantaged adults an opportunity to practice these skills. (EM).

Kleinmann, Howard H. Avoidance Behavior in Adult Second Language Acquisition. Language Learning; V27, N1, P93-107, June 1977; 1978. (ERIC Document Reproduction Service No. EJ 164 489)

A study was designed to ascertain whether syntactic avoidance behavior could be demonstrated for two groups of ESL learners (native speakers of Arabic and of Spanish and Portuguese) in accordance with contrastive analysis difficulty predictions. An avoidance pattern was found in accordance with such predictions. (CHK).

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